

## Reviewing Vocabulary Using Your Word Wall

Give students an opportunity to practice using their new words by spending a few minutes each day reviewing the words on your word wall. Try using one of the following formats:

### Word Associations:

Ask, "Which word goes with \_\_\_\_\_?" Then allow students to explain the connection they made. This is an essential component. These connections can be far more complex than simple synonyms or antonyms.

### Have You Ever:

This activity helps students associate newly learned words with contexts and activities from their own experience. Thus, it helps students understand that they have a place for the word in their vocabularies. Example: "Describe a time when you might *urge* someone, *commend* someone, *banter* with someone."

### Thumbs Up, Thumbs Down:

This activity is similar to a true/false or an agree/disagree test. The teacher uses the vocabulary term in a sentence, and the students show whether they think the term is being used correctly in the sentence by giving the thumbs up or thumbs down signal. Example: "Because the dog was looking *menacingly* at the child, her mother said she could pet the puppy."

### Idea Completions:

In contrast to the traditional "write a sentence using the new word," which can result in meaningless use, provide students with sentence stems that require them to integrate a word's meaning into a context in order to explain a situation. Example: "The audience asked the virtuoso to play another piece of music because. . ."

### Questions, Reasons, and Examples:

Example: If you are late to class, you need to walk *expeditiously*. Why? What are some other things you might need to do expeditiously?

